DOCUMENT RESUME

ED 469 033 CE 082 507

TITLE	Presentation to Employers. School to Work: Raising Standards in New York State.
INSTITUTION	Hudson River Center for Program Development, Glenmont, NY.
SPONS AGENCY	New York State Education Dept., Albany.
PUB DATE	1997-00-00
NOTE	34p.; For related presentation packets, see CE 082 506-509.
CONTRACT	STW-0198-95-0003
AVAILABLE FROM	For full text: http://www.hudrivctr.org/stwemp.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Career Choice; Economic Development; *Education Work Relationship; *Educational Benefits; Educational History; Educational Improvement; Employer Attitudes; Family Work Relationship; Guidelines; Job Training; Labor Force Development; Labor Supply; Partnerships in Education; *Persuasive Discourse; Public Relations; Public Speaking; Publicity; Relevance (Education); *School Business Relationship; School Community Relationship; Secondary Education; Speeches; Statewide Planning; *Vocational Education
IDENTIFIERS	Educational Marketing; *Employer Role; *New York; Work Based Learning

ABSTRACT

This document contains materials for use in conducting a 1-hour presentation on school-to-work (STW) programs in New York State for area employers in order to elicit their support for the state's STW initiative and encourage them to share information about the initiative with others in their communities. The document begins with nine tips for delivering the presentation. Provided next is a suggested script for presenters that addresses the following topics: (1) the history and objectives of STW; (2) key principles of STW; (3) ways STW benefits employers (STW can help students develop the high-level skills needed to build a quality workforce; when workplaces are connected to the classroom, a talent pool is developed; STW can help businesses compete while simultaneously enhancing their public image; students need to connect their education to making career dreams come true); (4) common myths regarding STW and facts dispelling them; and (5) employers' role in STW (become visible and active partners; participate in ways that make sense for their business; support their employees' efforts as parents and workers; sustain their efforts). Twelve transparency masters, seven handouts (including a 12-item bibliography of STW resources), and a sample evaluation form are also provided. (MN)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

School to Work

RAISING STANDARDS IN NEW YORK STATE

Presentation to Employers

The purpose of this packet is to elicit support for School-to-Work from employers in your area. You'll be asking them to help in any way they can and to share information about this important initiative with their co-workers, business associates, friends, family, school personnel, and others with whom they interact.

Projected Time Frame: Approximately one hour
To shorten the length of the presentation, feel free to present those sections of most importance to your particular audience. You may also choose to lengthen the time allotted for presentation to allow for more interaction and questions from attendees.

Included in this Packet
Suggested script
Overhead transparencies
Handout masters
Presentation tips
School-to-Work resources
Sample evaluation

Materials Needed
Overhead projector
Copies of handouts
Presenter's table/lectern
Pencils and pads

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Presenting School-to-Work to Employers:
Presentation Tips

- Start planning your presentation by thoroughly reviewing the handouts and overhead transparencies in this packet. You may also want to look at other resources listed on the page entitled *School-to-Work Resources* (see Handouts), which can be used as an optional handout. Decide whether you want to add a handout that lists partnership members.

- Consider delaying the distribution of handouts until the end of the presentation so that your audience is not reading during your presentation. Referring to the fact that you will be passing out materials, as indicated in the script, will prevent furious note-taking.

- The key to getting the message to employers, as with any target audience, is to speak their language. Avoid the use of education jargon.

- It can be very helpful to ask a local business partner supportive of STW to serve as a co-presenter. Be sure that the partner has experience speaking to large groups. Discuss your presentation strategy with your co-presenter.

- Whether presenting by yourself or as part of a team, remember to put yourself in the employers' shoes and address this question: What's in it for me?

- Take the time to introduce yourself and your co-presenter (if applicable). If your audience is not too large, ask the attendees to introduce themselves and to state what they hope to learn. This will provide a general sense of the group's expectations and make everyone more comfortable during the group activity. Don't forget to give a time limit for each introduction!

- Encourage audience members to contribute to discussions, if they desire. Topics of discussion may include changes in society and/or changes they have experienced in their workplace in the last decade.

- When describing the three components of School-to-Work, provide local examples of each to demonstrate what School-to-Work looks like in your district or region. Local examples should be diverse in grade level to reinforce the point that School-to-Work is for all students. Examples from other programs may also be included. Segments from the *Jobs: The Class of 2000* video can be appropriate in creating the vision as well.

- If a goal of your presentation is to actively solicit new partners, you may wish to incorporate this follow-up activity. Allow the audience time to reflect out loud on what School-to-Work means to them and their community. Ask audience members to consider how they might become an active partner in the School-to-Work effort. Encourage those who can identify a role and commit to it at this time to complete *Yes, I Want To Be a Partner in School-to-Work* to leave with you. If they need more time to reflect on their role, ask them to mail it back to you. Pre-addressed envelopes may help you get more of a response. In any case, be sure the appropriate person from your partnership follows up within a week.

School to Work
RAISING STANDARDS IN NEW YORK STATE

Presentation to Employers

- ✓ Script
- Overheads
- Handouts

Suggested Script for Presenters

Introduction

Today, education is more important than ever. As management guru Peter Drucker has written, we are moving from a manufacturing society to a knowledge society, where the ability to gather and use information is the key to success.

How well are we meeting the challenges of this new knowledge society? Far too many of our students graduate from high school with little sense of how their learning in school relates to their work lives. They lack the skills that are necessary to compete in the workplace.

I am here today to talk with you as employers, but also as parents and community members, about an exciting new initiative that will help our students make a more effective transition to the workplace. You may have already heard of this movement as School-to-Work or School-to-Careers.

When we are finished, I hope to have answered your questions about School-to-Work and that you will be a partner in our region's School-to-Work effort, getting more involved in preparing a quality workforce.

What School-to-Work Is

In 1994, Congress passed the School-to-Work Opportunities Act to help our students make the transition from school to successful careers and citizenship. School-to-Work experiences increase students' competence and confidence. They also provide connections to many after-graduation options, such as entry-level work along a career path, technical training, four-year college, or two-year college.

School-to-Work has several guiding principles:

[Display OVERHEAD 1]

- School-to-Work is for **all students**.*[1]
- School-to-Work means **doing well** at school and work.
- **School and work** should be **linked**.
- **Employers, parents, and community members** are **partners with schools** in preparing youth for adulthood.
- School-to-Work is **cost effective and good business**.

We know that students learn best by doing and by connecting what they learn in school to experience as workers. To help students get this kind of experience, School-to-Work promotes three types of activities:

[Display OVERHEAD 2]

Work-based learning activities
- Job training
- Work experience
- Workplace mentoring
- Instruction in workplace competencies
- Instruction in all aspects of an industry/business

School-based learning activities
- Career counseling (should begin no later than 7th grade)
- Selection of a career major
- Program of study (based on high standards)
- Integration of academics and vocational education
- Evaluation
- Secondary/Postsecondary articulation

Connecting activities
- Matching students with employers
- Establishing liaisons between education and work
- Technical assistance to schools, students, and employers
- Assistance to integrate school-based and work-based learning
- Encourage participation of employers
- Job placement, continuing education, or further training assistance
- Collection and analysis of post-program outcomes of participants
- Linkages with youth development activities and industry

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* Bolded words in the text of this script appear on the coordinating overhead.

[1] The term "all students" means both male and female students from a broad range of backgrounds and circumstances including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, school dropouts, and academically talented students.

What's In It For You?

Now that you have a sense of what School-to-Work is, what's in it for you as a business?

[Display OVERHEAD 3]

[Refer to HANDOUT A]

There's a dramatic shift occurring in the schools and workplaces to build a quality workforce.

[Display OVERHEAD 4]

Schools are changing. In fact, they **will change more in the next 30 years than they have since the invention of the printed book**. Everyone needs high-level skills (basic academic skills, ability to learn, and interpersonal skills) before graduating from high school.

[Display OVERHEAD 5]

At the same time, business has been changing. Educating the smart team players needed in tomorrow's economy requires that work and school be linked.

[Re-display OVERHEAD 3]

When workplaces are connected to the classroom, a talent pool is developed.

Early exposure to careers helps students choose courses, electives, and community services that support their interests and are meaningful. As students become more interested in school, they achieve more, becoming better workers — a win/win.

Both students and workers benefit by appreciating the value of lifelong learning. Workplaces offer people, processes, and machinery that can't be found in schools. Paid work experiences, internships, and apprenticeships are opportunities for students to make work experiences more meaningful and school experiences more relevant.

STW can help businesses compete and enhance their public image, too.

The future workforce will be international rather than local, regional, or national. Working with all students through STW activities can enhance businesses' ability to manage diversity in the workplace. You benefit, so do the students.

Students need to connect their education to making career dreams come true.

Connections made between school and work give new meaning to learning for students and show how what's learned in school is used throughout life. Students see a wider range of occupational and educational options, making it easier for them to choose a rewarding career.

School-to-Work: The Facts

There are many myths about School-to-Work, but here are the facts:

[Display OVERHEAD 6]
[Refer to HANDOUT B]

- School-to-Work is **for *all* youth**, not a vocational or occupational program for non-college bound students.
- School-to-Work provides challenging and relevant learning activities that assist all youth in achieving higher academic standards, leading to **better prepared workers**.
- Work-based learning provides students with **meaningful work experiences** and shows how they relate to school.
- The **entire community** — schools, businesses, and parents — **is involved** in producing a quality workforce.
- School-to-Work changes how schools operate, how students prepare for careers, how parents and administrators are involved, and, how businesses recruit and train workers. It's **not just another new program**.

Why Should Employers Support School-to-Work?

Young people need skills to compete in the workplace.

The generation born since 1980 is as large or larger than the Baby Boom generation.

[Display OVERHEAD 7]

Yet, unlike the Baby Boomers who grew up in a time of economic prosperity, this generation is coming of age in a time of great economic uncertainty.

[Display OVERHEAD 8]

A strong back or quick hands are no longer enough to insure financial independence. Clearly defined skills for the workplace, as established by solid ties between education and business, afford youth the best opportunity to succeed in the new economy.

By partnering with schools, employers can create a predictable and constant access to qualified entry-level workers with strong basic skills and a full understanding of what the work world expects of workers.

Stability in our economy can be encouraged by fostering the financial independence and workplace success of youth — youth who will soon be new consumers and taxpayers.

The workplace itself has changed.

[Display OVERHEAD 9]
[Refer to HANDOUT C]

Employers need workers with high-level basic, personal, and technical skills to compete in today and tomorrow's economy.

[Display OVERHEAD 10]

High-performance workplaces organize in teams, are flexible in reacting to changing demands, and engage all level of workers in problem-solving behavior. This is very different from yesterday's workplace and from traditional educational systems.

School-to-Work provides the opportunity for employers to help develop curriculum and define student skill credentials so that teachers are aware of what is needed in the workplace.

Many students have considerable computer and technical skills that they can share with employees in the workplace. Exposure of incumbent employees to students' technology skills and to their employer's active efforts in workforce development will encourage workers to continue their own professional development, thereby moving us closer to a society of life-long learners.

What is the Employer's Role in School-to-Work?

[Display OVERHEAD 11]

[Refer to HANDOUT D]

√ **Become a visible and active partner.**
- Join the School-to-Work partnership in your area.
- Serve on steering committees.
- Run for the school board.
- Adopt a STW district, just as businesses adopt schools.
- Create an Employer Action Kit.

√ **Participate in ways that make sense for your business.**
- Offer job-shadowing opportunities.
- Establish mentoring, apprenticeships, or other work-based learning experiences.
- Participate in job fairs.
- Give input on curriculum.
- Contribute to and recognize identification of skill standards.
- Recruit other employers.
- Expand STW efforts to postsecondary education.

√ **Support your employees' efforts as parents and workers.**
- Allow employees time to speak in classrooms and work with teachers on developing curricula.
- Provide opportunities for community service.

√ **Sustain your efforts.**
- Help schools work more effectively with businesses to manage and simplify requests for assistance.
- The ongoing connection of schools and business is the key to the prosperity of your company and to the future of America.

Conclusion

We're at an exciting time in our history when schools and workplaces are changing before our eyes. Your involvement in STW will help students:

[Display OVERHEAD 12]

✓ Be challenged in school.

✓ Get **skills for college or a good job right away**.

✓ Use **education to make career dreams come true**.

Just as importantly, STW will help you. Preparing a quality workforce is worth a little time and effort — a cost-effective expenditure to help your business compete.

I'm sure you have many questions about your involvement with STW, so be sure to pick up the handout of frequently asked questions [HANDOUT E]. [If time allows, answer questions posed by audience.]

There is also a form entitled "Yes, I Want to Be a Partner in School-to-Work!" Fill out the form and leave it with me or mail it back in the pre-addressed envelope. Someone from the local partnership will be following up with you. [Remind participants to also complete the evaluation form.] Thank you for your time.

School to Work
RAISING STANDARDS IN NEW YORK STATE

Presentation to Employers

Script
✓ Overheads
Handouts

Guiding Principles

* *All* students

* Doing well

* Links between work and school

* Employers, parents, community members, and schools as partners

* Cost effective and good business

School-to-Work

Work-based
Learning Activities

School-based
Learning Activities

Connecting
Activities

What's In It for You?

√ There's a dramatic shift occurring in the schools and workplaces to build a quality workforce.

√ When workplaces are connected to the classroom, a talent pool is developed.

√ STW can help businesses compete and enhance their public image, too.

√ Students need to connect their education to making career dreams come true.

"Schools will change more in the next 30 years than they have since the invention of the printed book."

- Peter Drucker

The economy is changing much faster than the schools have improved. Many people — including roughly half of recent graduates — have an education that is no longer in demand.

The New Basic Skills, Murname & Levy: Free Press, 1996

F

For *all* youth

A

Better prepared workers

C

Meaningful work experiences

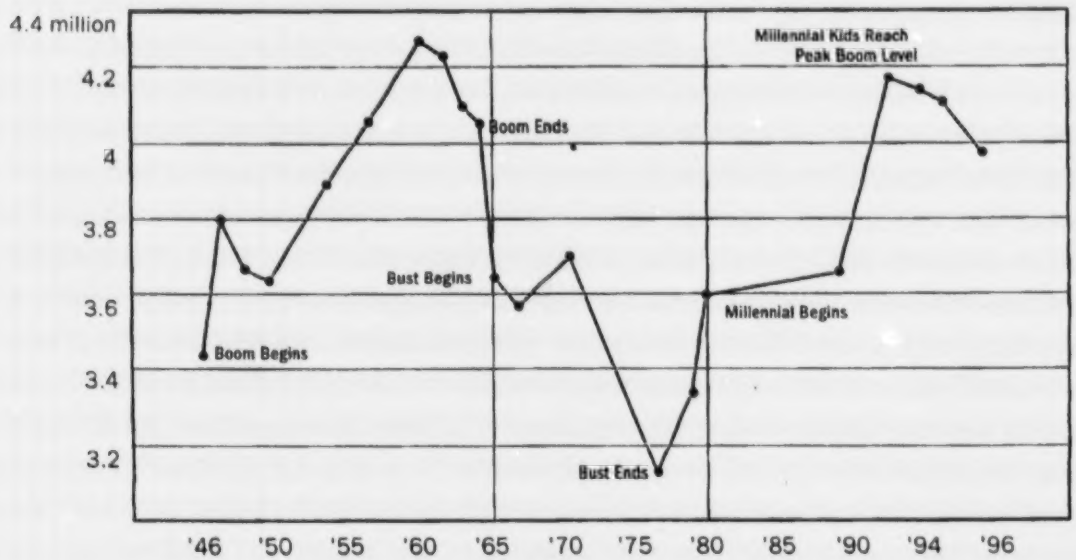
T

Involvement of the whole community

S

Not "just another new program"

Population Fluctuations since 1945



*** Babies Born** **1946 - 1961** **64.2 Million**

1980 - 1995 **62.1 Million**

***Includes only children born in the U.S.**

More than 43 million jobs have been eliminated in the United States since 1979. Openings for traditional positions that were available to your parents and grandparents are decreasing. This trend will continue to shape the job market into the next millennium.

"On the Battlefield of Business,
Millions of Jobs Lost,"
Louis Uchitelle and N.R. Kleinfield.
The New York Times, 3/3/96

The modern world is on the verge of another huge leap in creativity and productivity, but the traditional job is not going to be part of tomorrow's economic reality.

"The End of the Job," William Bridges. *Fortune*, 9/19/97

Small companies came into their own in New York last year. Small businesses now account for more than half of all private sector employment in New York State.

Crain's New York Business Market Facts 1997, 7/7/97

13 million Americans are running full-time businesses from their homes.

Money Magazine, 3/96

More than 18 million households (19% of the nation's total) have an entrepreneur whose company is up and running.

Wall Street Journal, 12/16/96

The Millennial Generation must have:

* Strong Academic Skills

* Problem-solving Skills

* Information-Management Skills

* Teamwork Skills

Employers — What's Your Role?

√ Become a visible and active partner.

√ Participate in ways that make sense for your business.

√ Support your employees' efforts as parents and workers.

√ Sustain your efforts.

Challenging learning opportunities for all

Skills for college or a good job right away

Education to make career dreams come true

School to Work
RAISING STANDARDS IN NEW YORK STATE

Presentation to Employers

Script
Overheads
✓ Handouts

School-to-Work Resources

- **America's Choice: High Skills or Low Wages?**, National Center on Education and the Economy, Rochester, NY, 1990.

- **What Work Requires of Schools, A SCANS Report for America 2000**, United States Department of Labor, Washington, D.C., 1991.

- **Learning a Living: A Blueprint for High Performance, A SCANS Report for America 2000**, United States Department of Labor, Washington, D.C., 1992.

- **New York State Learning Standards**, New York State Department of Education, Albany, NY, 1996. *http://www.nysed.gov*

- **Internet Resources on School-to-Work**, New York State Career Options Institute, 6 British American Boulevard, Suite G, Latham, NY, 12110-1402.

- **National Library of Education Bibliography on School-to-Work**, United States Department of Education, Washington, D.C.

- **National School-to-Work Learning Center**, United States Department of Education, Washington, D.C. *http://www.stw.ed.gov/*

- **School-to-Work Materials and Resources Bibliography**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. *http://www.albany.edu/twoyear/stw.html*

- **School-to-Work Speakers Bureau**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. *http://www.albany.edu/twoyear/stw.html*

- **Toward a Challenging Future: A Practitioner's Guide for Student Career Exploration in New York State**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. *http://www.albany.edu/twoyear/stw.html*

- **Transition Services: A Planning and Implementation Guide**, Vocational and Educational Services for Individuals with Disabilities (VESID), New York State Education Department, Albany, NY, 1994. *http://www.nysed.gov*

- **Work-based Learning Manual: A Resource Guide for Change**, Hudson River Center for Program Development, Inc., Glenmont, NY, 1996. *http://www.hudrivctr.org*

School-to-Work: What's In It for You?

There's a dramatic shift occurring in the schools and workplaces to build a quality workforce.

Schools are changing. In fact, they will change more in the next 30 years than they have since the invention of the printed book. Everyone needs high-level skills (basic academic skills, ability to learn, and interpersonal skills) before graduating from high school.

At the same time, business has been changing. Educating the smart team players needed in tomorrow's economy requires that work and school be linked.

When workplaces are connected to the classroom, a talent pool is developed.

Early exposure to careers helps students choose courses, electives, and community services that support their interests and are meaningful. As students become more interested in school, they achieve more, becoming better workers -- a win/win.

Both students and workers benefit by appreciating the value of lifelong learning. Workplaces offer people, processes, and machinery that can't be found in schools. Paid work experiences, internships, and apprenticeships are opportunities for students to make work experiences more meaningful and school experiences more relevant.

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School-to-Work: The Facts

There are many myths about School-to-Work. Here are the facts:

FACT School-to-Work is for *all* youth, not a vocational or occupational program for non-college bound students.

FACT School-to-Work provides challenging and relevant learning activities that assist all youth in achieving higher academic standards, leading to better prepared workers.

FACT Work-based learning provides students with meaningful work experiences and shows how they relate to school.

FACT The entire community — schools, businesses, and parents — is involved in producing a quality workforce.

FACT School-to-Work changes how schools operate, how students prepare for careers, how parents and administrators are involved, and, how businesses recruit and train workers. It's not just another new program.

Changes in the Workplace

The modern world is on the verge of another huge leap in creativity and productivity, but the traditional job is not going to be part of tomorrow's economic reality. There still is and will always be enormous amounts of work to do, but it is not going to be contained in the familiar envelopes we call jobs. In fact, many organizations are today well along the path toward being de-jobbed.

"The End of the Job," William Bridges. *Fortune*, 9/19/97

Small companies came into their own in New York last year. Businesses with fewer than 100 employees added more than 175,000 jobs in the state between 1993 and 1996. Small businesses now account for more than half of all private sector employment in New York State.

Crain's New York Business Market Facts 1997, 7/7/97

13 million Americans are running full-time businesses from their homes. 12 million are running part-time businesses from their homes. Another 6 million telecommute. These people work for corporations from home an average of 1½ days per week.

Money Magazine, 3/96

More than 18 million households (19% of the nation's total) have an entrepreneur whose company is up and running.

Wall Street Journal, 12/16/96

School-to-Work: What's the Employer's Role?

√ Become a visible and active partner.

- Join the School-to-Work partnership in your area.
- Serve on steering committees.
- Run for the school board.
- Adopt a STW district, just as businesses adopt schools.
- Create an Employer Action Kit.

√ Participate in ways that make sense for your business.

- Offer job-shadowing opportunities.
- Establish mentoring, apprenticeships, or other work-based learning experiences.
- Participate in job fairs.
- Give input on curriculum.
- Contribute to and recognize identification of skill standards.
- Recruit other employers.
- Expand STW efforts to postsecondary education.

√ Support your employees' efforts as parents and workers.

- Allow employees time to speak in classrooms and work with teachers on developing curricula.
- Provide opportunities for community service.

√ Sustain your efforts.

- Help schools work more effectively with businesses to manage and simplify requests for assistance.
- The ongoing connection of schools and business is the key to the prosperity of your company and to the future of America.

School-to-Work: FAQs & *Answers*

How do the Fair Labor Standards Act, NYS Labor Laws, and other employer regulations apply in work-based learning experiences?

Some work-based activities entail the employer/employee relationship and others, like a class field trip, do not. It is advisable to consult the appropriate labor and/or educational agency with specific questions about work-based activities. In addition to the Fair Labor Standards Act and NYS Labor Laws, payroll tax provisions, workers' compensation, and occupational safety and health requirements need to be considered.

What are the potential liabilities for a business? Do the schools have insurance covering work-based experiences?

Procedures for protecting youth, their families, the school district, and employers should be delineated to all parties in clear language in advance of workplace activities. Students may only be employed in businesses that cover them under workers' compensation insurance. In experiences where an employer/employee relationship does not exist, as proof of the school's liability coverage, the school's insurance company can issue a certificate of insurance stating that a student is having an out-of-school learning experience as proof of the school 's responsibility for liability.

How can small business get involved with its limited staff and time?

Involvement of small- and medium-sized businesses is the key to the success of the new system. Each business must look at its own resources and availability when deciding how to participate in School-to-Work. While it may not be possible for you to go into the classroom or to have large numbers of students visit your workplace, you may be able to review and comment on curriculum material sent to you or to provide student work experiences, including internships and apprenticeships. Start small and build on your successes.

What other businesses are participating in STW?

Businesses actively participating in School-to-Work initiatives vary in size and come from all corners of the state, and all sectors of the economy. Examples include Kodak, Xerox, Texaco, etc.

Local examples include:

How is STW reflected in Regents' exams?

Regents' exams are continually improved/upgraded to include authentic problem solving, performance-based assessment, general employability skills, etc.

As a taxpayer, I want to know the cost of STW to the district.

Since School-to-Work is a system, not a new program, it builds on pieces already existing in communities. To support start-up efforts, federal monies have been made available. When those funds expire, State and local communities may use existing education funds, and work with local businesses to continue STW activities.

What if a student with a disability who wants to participate needs an accommodation?

The School-to-Work Opportunities Act states that <u>all</u> students must be included in STW activities. According to the Americans with Disabilities Act (ADA), employers must make reasonable accommodations for qualified individuals with disabilities in the workplace. Therefore, when students with disabilities participate in STW activities, the STW staff and the special education teacher will determine the type of accommodation, if any, that the student might need, such as an interpreter, job coach/mentor, modified equipment, or modified work space. Few students with disabilities actually need accommodations, and if they do, the accommodation is usually minor. However, the district will work with the employer to provide any special accommodation that might be needed to enable the student to participate.

Yes, I Want to Be a Partner in School-to-Work!

Name: _____

Address: _____

_____

Phone: _____ *Fax:* _____ *E-mail:* _____

Here is how I can contribute:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please return to: _____

(Contact Person)

Presenting School-to-Work to Employers

Sample Evaluation

Part I: Please complete the following survey by circling the appropriate number below.

KEY: 1. I completely agree.	2. I somewhat agree.	3. I completely disagree.

Upon completion of the workshop, I:

1. Understand the School-to-Work concept.	1	2	3
2. Feel comfortable sharing the School-to-Work message.	1	2	3
3. Know what is expected of me in terms of my role in School-to-Work.	1	2	3

Comments:

Part II: Please check the appropriate space.	**Very satisfied →→→→ Completely dissatisfied**				
	5	**4**	**3**	**2**	**1**
Atmosphere	—	—	—	—	—
Training materials	—	—	—	—	—
Time allowed for questions	—	—	—	—	—

Comments:

Part III: Please complete the following:

The best thing about this workshop was:

This workshop could be improved by:

I'd like to tell the facilitators that:

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